

N.B.—These Programmes must be used in conjunction with *Home Education and Parents and Children* (see N.B. 3).

Programme 122†

L₂

(January to March, 1932.
April to July, 1932, overseas.)

Parents' National Educational Union.

The Parents' Union School.

(Address: THE DIRECTOR, THE PARENTS' UNION SCHOOL,
AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and
good literature."—(DEAN COLET.)

FORM II. (A and B).
(Ages 9 to 11).

PUPILS' NAMES.....

.....
Bible Lessons.

The Bible text must be read and narrated without
interruption.

A & B I. Suitable parts from *Genesis*, chapters 1-15, inclusive
(see Paterson Smyth).

II. *St. Mark's Gospel*, chapters 9 (verse 14), to 10, and
14-16, inclusive.

Teacher study Dr. Paterson Smyth's *Genesis* (Sampson Low, 2/-),
lessons 1-8, inclusive (omitting questions), in order to bring the
passages home to the children. Commentary on *St. Mark*, by
Bishop Walsham How (S.P.C.K., 9d.), may also be used.

Optional: *The Children's Year* (Church Seasons), by the Rev. G.
A. Oakley (S.P.C.K., 2/6). *S.P.C.K. Bible Atlas* (1/-).

The following books will be found useful for teacher's own study:
The Little Bible (Oxford Press, 2/6, see *Appendix for Teachers*
and Parents). *Peloubet's Bible Dictionary* (R.T.S., 10/6). *Helps*
to the Study of the Bible (Oxford Press, New Edition, 8/6).

For private daily Bible reading children may use: *Daily Readings*
and Notes (Series "C") monthly schemes (1/6 a year, from The
Secretary, B.R.F., 19, Old Queen St., London, S.W. 1.), or,
Lectiones, 1932 (Spottiswoode, 1d.). For hymns: *The Church*
and School Hymnal (S.P.C.K., 1/6; or with music, 3/6). *Daily*
Prayers for Schools: Jubilate Deo, by L. James (Oxford Press,
1/-). *Two Minute Bible Readings*: for use in Opening School
(S.C.M., 3/-).

† The 122nd term of work set since the Parents Union School began.

Sunday Reading (optional):

- A & B *The Book of the Long Trail*, by Henry Newbolt (Longmans, 2/6), p.p. 1-91. *The Land of the Incarnation*, by Gertrude Hollis (Wells Gardner, 5/-), pp. 7-102.
A *Chinese Heroes in Legend and History*, by Rev. W. Munn (C.M.S., 1/6).
B *Paths of Peace*, Book IV., by H. Bellis (Oxford Press, 1/4), pp. 96-183.

Sunday Occupations:

- A The Book of Centuries, see under General History.
A & B Choose and inscribe mottoes and texts, using Bridges cards 1, 2, 3.

Writing.

- A & B *A New Handwriting** (which is not script), by M. M. Bridges (P.N.E.U. Office, 5d. a card); teacher to study instructions (6d.): choose letters from cards 3 (small letters) and 10 (capitals). Transcribe, with cards 7, 8 or 9 as models, some of your favourite passages from Shakespeare's *Twelfth Night*, or from the poetry books set. Two perfectly written lines every day.

Dictation.

- A & B Two pages at a time to be prepared carefully; words not known to be visualised (see *Home Education*, pp. 240-243); then a paragraph from one of these pages to be written from dictation, or, occasionally, from memory. Use the books set for reading and history.

Composition (including written or oral narration daily after each lesson).

- A (a) Stories, (b) verses, in the metres of poems read; choose subjects from work set in History and Reading. Letters of greeting and thanks.
B Stories from the term's reading. Children in B who cannot write easily may narrate part.

Children are advised to join the P.U.S. Portfolio of Story and Verse (see *Our Work*, January *Parents' Review*).

English Grammar (see N.B. 4.)

- Point out Subjects, Verbs, Objects, and do simple parsing every week; make progress each term.
A & B *First Grammar Lessons**, by C. M. Mason (Dent, 1/6), pp. 90-110, inclusive, or continue.

English History.

- A & B *A History of England**, by H. O. Arnold-Forster (Cassell, 8/6), pp. 394-396, and 429-494 (1587-1649). Make summaries of events and dates and begin a History chart of the 17th Century.
A Read also pp. 398-428 in French History time.
or, B Marten and Carter's *Elementary Histories*, Vol. II.: *The Middle Ages** (Blackwell, 2/6), pp. 67-137 (1154-1300).
A & B Take the *Home and Classroom* section of *The Times*; order direct from *The Times Office* (6/- a year).
A Teacher will find useful Quennell's *History of Every-day Things*, Parts IV. (16th Century), and V. (17th Century), (Batsford, 3/- each). See also *History Charts* (P.N.E.U. Office, 6d.).

French History.

- A & B *A First History of France**, by L. Creighton (Longmans, 5/-), pp. 177-198 (1584-1642); or, (B), pp. 47-75 (1180-1302).

General History.

- A *Man before History**, by Mary Boyle (Harrap, 2/-), pp. 1-32; 38-52.

Keep a Book of Centuries* (P.N.E.U. Office, 1/9, or better, 2/6: see illustrated leaflet, by Miss Bernau, 6d.).

Put in illustrations from all the history studied during the term (Bible, English, French, General). *Ancient Egypt**, by D. A. Mackenzie (Blackie, 1/3), pp. 42-82, for reference. Visit museums. See British Museum Postcards: catalogue from the Museum.

Citizenship.

- A Suitable stories from North's *Plutarch's Lives: Pompey** (Blackie, 10d.), pp. 64-123.
A & B *The Citizen Reader**, by H. O. Arnold-Forster (Cassell, 2/6), pp. 47-82, inclusive.
B *Stories from the History of Rome**, by Mrs. Beesly (Macmillan, 2/6), pp. 62-129.

Geography.

Local geography out-of-doors; see *Home Education*, Parts II. and V.

Map questions (as in the Ambleside Geography Books) to be answered from map *before each lesson*; then reading and narration. Memory sketch maps. Ten minutes' exercise on map of the world every week. Know something about foreign places noticed in the current newspapers (see under History). All Geography to be studied with atlas. Philip's *Modern School Atlas of Physical, Political and Commercial Geography**, 1929 edition (7/6).

- A (1) *The Counties of England, Ambleside Geography Book III.** (Kegan Paul, 4/-), pp. 277-315, with Philip's supplementary maps for Hampshire*, Sussex* and Kent* (4d. each);
or, alternative work, *Cambridge Geographical Readers*, Vol. III., *The British Isles** (Cambridge Press, 3/6), pp. 143-204.
(2) *Round the Empire**, by Sir George Parkin (Cassell, 2/6), pp. 244-271, for map study.
(3) Hakluyt's *English Voyages** (Horace Marshall, 3/-), pp. 191-232. or, *Our Sea Power**, by H. W. Household (Macmillan, 2/-), pp. 35-57.
B (1) *Ambleside Geography Book II.** (Kegan Paul, 1926 edition, 3/-), pp. 142-169, or work with A above.
(2) *Round the Empire**, as in A above.

Natural History,¹ etc.

A & B *Life and Her Children** (last edition), by Arabella Buckley (Macmillan, 6/-), pp. 103-134.

The Sciences,† by E. S. Holden (Ginn & Co., 3/9, revised edition), pp. 185-224.

Children should make experiments where possible. *Easy Experiments in Science*, by H. McKay (Oxford Press, 1/6), may also be used.

Keep a Nature Note Book* (P.N.E.U. Office, 5d.; see *Home Education*, Parts II. and V.). Make special outdoor studies according to the season and climate, with drawings and notes, e.g., constellations; birds in the open, etc.

See *Nature Rambles*, Vol. I., *Winter to Spring*; also *Nature in the Garden*, Vol. I., *Early Days to Midsummer*, by E. Step, F.L.S. (Warne, 2/6 each); *S.N.S.U. Leaflets*, Nos. 45 and 49 (*The Great Bear and Other Constellations*, Parts I. and II.), 12 and 38 (*Birds in the Open and How to Distinguish Them*, Parts I. and II.). (2½d. each.)

French 2 (see N.B. 4).

A *French for Young Beginners*,* by Marc Ceppi (Bell, 2/-), lessons 13-18, with pp. 117-119 (see also pp. 122-136 for verbs and pronunciation; omit phonetic script). *Roland et Fleur de Mai** (Blackie, 6d.), for narration.

New French Picture Cards, Series I., by Marc Ceppi and H. M. Brock (Bell, 2/-), may be used for extra practice.

B *Le Français par les Images** (Dent, 1/4), Lessons 15-20, with corresponding exercises and vocabularies.

A & B Learn a poem from *Recueil de Poèmes*,* Vol. I., by J. Molmy (Blackie, 6d.).

Teacher will find the following series useful for accent and rhythm: *Nos Amis Français* (Gregg Publishing Co., 2/6 or 3/-) with six Columbia records (6/- each, not stocked at the P.N.E.U. Office).

Latin (see N.B. 4).

A *A Latin Book for Beginners: A Preparation for the Reading of Latin Literature*,* by M. C. Gardner, M.A. (Oxford Press, 3/-), Part I., §§ 43-62.

Arithmetic (see N.B. 4).

Much care with tables and rapid mental work.

Dr. Ballard's *Fundamental Arithmetic* Books II. and III. with *Teacher's Books*. Also Alfred Wisdom's *Arithmetical Dictation* for rapid mental work.

A (1st Term), *Fundamental Arithmetic*, Book II.* (U.L.P., Pupils' Book, 10d.), pp. 50-64 (*Teacher's Book*, 2/-). *Arithmetical Dictation*, Book II. (U.L.P., 1/-), Exs. 107-120; or, continue.

¹ Overseas members see special leaflet.

² Schools may substitute the national language.

† Comes to an end this term.

B (1st Term), *Fundamental Arithmetic*, Book II.* (U.L.P., 10d.), pp. 1-16 (*Teacher's Book*, 2/-); *Arithmetical Dictation*, Book II. (U.L.P., 1/-), Exs. 61-75, or continue.

Important: to be read in leisure time: *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).

Teacher will find useful *Teaching the Essentials of Arithmetic*, by P. B. Ballard, M.A., D.Litt. (University of London Press, 6/-).

Picture Study.

A & B Reproductions of six pictures by Corot* (P.N.E.U. Office, 2/-).

See notes for teachers only in the January *Parents' Review*, also *Home Education*, pp. 307-311.

Drawing.

Twigs of trees and leaf buds in brushdrawing. Studies of kitchen chairs, tables, cupboards. Original brushdrawings from scenes in books set for reading. Memory drawings.

Paint-box* with specially chosen brushes, palette and colours (P.N.E.U. Office, 2/6); work should be done with brush and in colour; pencil should not be much used.

Join the P.U.S. Portfolio (See *Our Work*, January *Parents' Review*).

Teacher may consult: *Simple Lessons in Colour*, by H. A. Rankin (Pitman, 7/6); *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Music Appreciation.

The work of Brahms: see (a), article, and (b), the records suggested for gramophone clubs, under *Our Work*, in January *Parents' Review*.

Ear Training, Piano, etc.

Teacher should read *On Music Teaching*, by W. H. Leslie (P.N.E.U., 6d.); *The Three R's in Music*, by Arthur Somervell (Boosey, 1/6).

(a) *Ear Training*, by M. Chamberlain (Novello, 6/-); see Introduction for amount of work each term.

(b) Continue *Child Pianist* (Curwen & Son, from 3/- a volume); teacher using the *Teacher's Guide* (revised edition, 7/6).

An Introduction to Music, by H. E. Piggott (Dent, 3/6), will be found useful for theory.

Singing.

(a) Three English, and three French, songs.

The Clarendon Song Books: Book II. (Oxford Press, 2/6 or 3/-; words and voice part only 6d. or 8d.). *Folk Songs of France*, Book I. (Novello, 2/-).

(b) Sight-singing and Ear-training.

A *Ten Minutes' Lessons in Sight-Singing*, lessons 46-49 (Curwen, 3/-). Teacher use also *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 33 and 34 (Curwen & Son, 2/6), and Exercises for Pupils (9d. a set).

B *Ear Training*, by M. Chamberlain (Novello, 6/-).

Recitations.

- A & B (a) Two suitable passages of about twelve verses each from work set in *Genesis*, and *St. Mark*, (b) Psalm 33, (c) a hymn, and (d) one of the following: a scene from the Shakespeare play, or fifty lines from an anthology.

*Laurel and Gold** anthology (Collins, 1/-). *Historical Lyrics and Ballads*, Book II.* (Blackie, 1/-); *Lyra Heroica**(Macmillan, 3/6).

Reading (including holiday and evening reading).

- A & B Books set for Geography, History and Recitations should afford exercise in careful reading.

Shakespeare's *Twelfth Night** (Blackie; Plain Text Edition, 6d.).

- A Bulfinch's *Age of Fable* (Dent, 2/-), pp. 97-127. *The Book of other Lands*, by D. M. Stuart (Harrap, 7/6), pp. 258-304. Scott's *A Legend of Montrose** (Nelson, 1/3), or, *Don Quixote** (Blackie, 10d.). Kingsley's *The Heroes** (Nelson, 1/3), first half, including his *Preface*.

- B *The Heroes of Asgard*, by A. & E. Keary (Macmillan, 3/6), pp. 109-176. *Children of the New Forest** (1647), by Captain Marryat (Blackie, 2/-), or, *The Prince and the Page** (1265), by Charlotte Yonge (Macmillan, 2/6).

Drill, etc.

Daily drill, dancing, games.

- (a) Drill: Board of Education *Syllabus of Physical Training for Schools, 1919* (Eyre & Spottiswoode, 1/6): take six consecutive tables. *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. *A Hundred Singing Games*, edited by Frank Kidson (Bayley & Ferguson, 2/-).

- (b) Dancing: *Scandinavian Dances*, Series II. and III. (Ling Association, 11d.). *The English Country Dance Graded Series*, by Cecil Sharp, Vols. I.-III. (Novello, 3/- each): description and tunes of 6 dances in each volume.

- (c) Games: *Recreational Games*, by E. N. Herbert (Philip, 3/-). Longball; Netball: *Hints on Coaching Netball*, by D. Stempel (Ling Association, 1/6).

Work: Crafts, etc.

- (a) Help in house or garden.

Gardening for Children, by J. Gwynn (Harrap, 2/6).

- (b) Carton modelling, etc.: make four models.

Paper Cutting and Modelling, by J. E. Tolson (Pitman, 4/-), Section VI. (Omit correlated schemes.) Materials from Philip & Tacey, Ltd., 69 High Street, Fulham, London, S.W. 6.

Lino Printing in Colour (Dryad Leaflet, No. 7, 4d.).

- (c) Needlework: make a simple garment.

Pattern Making and Cutting Out, by Mrs. E. Griffith (Oxford Press, 4/6). *A Manual of Plain Needlework* (3/6), may also be used for stitches, etc. Boys and girls mend clothes from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used.

- (d) Knitting: make a baby's garment.

"*Bestway*," No. 408, "*Easiknit*" *Woollies for Baby* (6d.).

- (e) Cooking: recipes may be chosen from *The Nursery Cookery Book*, by K. Jameson (Warne, 3/6).

Help the "Save the Children Fund," address: 26 Gordon Street, London, W.C. 1.

Teacher will find valuable suggestions for the teaching of Drawing and all Handicrafts in the following:—*Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

GENERAL NOTES.

N.B. 1.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age. The lighter portions of the Literature (novel, play and poems) are read for amusement in the evenings and also in the holidays. Music, Handicrafts, Field Work, Dancing, Nature Note Books, Century Books, are taken in the afternoons.

N.B. 2.—The work in Form II. lasts for two years (ages 9-11). In home schoolrooms where there are children in A as well as in B both Forms may work together, doing the work of A or B as they are able, except in Citizenship, but more work must be expected from A. **Second year II.A. is now called III.B., see special notice.**

N.B. 3.—For principles and methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/-, *Parents and Children*, 5/- (P.N.E.U. Office). **A record of work should be kept (see leaflet H).**

N.B. 4.—In grammar (English and foreign) and in mathematics there must be no gaps (see leaflet G). Pupils, if not at the stage indicated, must in these subjects either (a) begin the book set if the subject is new, or (b) continue the subject in the set book from the point they have reached; but they will be handicapped in the future if they have not covered the work of the Form.

N.B. 5.—Each pupil should have a copy of all books, etc., marked * and a set of the Pictures and materials. One copy of the other books is sufficient. **It is essential to have at least one copy of the latest edition, from which the set pages and examination questions are taken.** The books set for Drawing, Music, Drill and Handicrafts (and any others printed in small type) are advisable but optional. The work of the Programmes cannot be fully carried out unless each pupil keeps a Nature Note Book and a Century Book.

N.B. 6.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 7.—*The current Programmes are for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, The Parents' Union School, Ambleside.

N.B. 8.—All books, P.U.S. colours, stationery, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1. (Office hours: 10 a.m. to 1 p.m., and 2 p.m. to 4 p.m., except Saturdays.)

N.B. 9.—All letters about the School and the Programmes (and also the School Fee) should be sent to The Director, The Parents' Union School, Ambleside, Westmorland. Orders for books, etc. (and also the P.N.E.U. subscription) should be sent as early as possible to the P.N.E.U. Office, 26 Victoria Street, London, S.W. 1.

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Motto: "*I am, I can, I ought, I will.*"

FORM II.

PUPILS' NAMES.....

.....
Bible Lessons.

- I. A & B 1. Tell the story of (*a*), the seven days of Creation, *or*, (*b*), the temptation of Adam and Eve.
2. Describe God's call to Abram. How are people called to-day? Name any people who have been called to great work.
- A 3. Tell the story of Cain and Abel. Show why Cain was punished.
- II. A & B 1. (*a*), "All things are possible to him that believeth"; (*b*), "One thing thou lackest"; (*c*), "She hath wrought a good work on Me"; (*d*), "Watch and pray lest ye enter into temptation." Choose **two** quotations, and say when the words were used. Tell the whole story in **one** case.
2. Describe (*a*), the preparation for the Passover, *or*, (*b*), the appearance of our Lord to His disciples after He rose from the dead.
- A 3. "Thou shalt deny me thrice." Give the story of St. Peter in connection with the trial of our Lord.

Writing. (Writing is also considered in each answer.)

Write (A), four, (B), two, lines of poetry from memory.

Dictation (unprepared). (Spelling is also considered in each answer.)

- A Bulfinch's *Age of Fable*, page 334, "Odin . . . beings."
B *The Heroes of Asgard*, chapter III., Part II., *The Gift*,—
"It was to no purpose . . . elves."

Composition.

- A & B 1. Write in prose, or verse, upon **one** of the following,—
(a), "Don Quixote," (b), "Thor," (c), "Echo," (d),
"Perseus," (e), "Spring," (f), St. Francis.
A 2. Describe your favourite scene from (a), *Twelfth Night*,
or, (b), *The Legend of Montrose*.

English Grammar.

- A & B 1. Pick out Subjects, Verbs and Objects in the following sentences. Parse the words in italics,—
"The Laplanders *now collected* the milk and took *it* toward the tent and asked *us* to supper. We *crept* in and seated ourselves on *reindeer* skins which were spread on the ground."
2. Make sentences, using the right pronouns to the following verbs, — sing, sees, walk, fish, goes, seekest.
3. "The man *whose* dog is barking is crossing the road."
Parse *whose*. Use (and parse) "whom," or, "whose" in six more sentences.

English History.

- A & B 1. Who was James I.? Mention three events of great importance in his reign, and write what you know about **one** of them (*not* the Gunpowder Plot). Dates.
2. What do you know of **two** of the following,—(a), the Pilgrim Fathers, (b), the Petition of Right, (c), Ship-money? Dates.
A 3. Write what you know of **one** of the following,—(a), Things "new" or "old," (b), dress and houses, in the Tudor Period.
or, B 1. Give a short description of (a), Henry II., and say what he did to restore order in England, or, (b), St. Hugh of Lincoln.
2. What do you know of **two** of the following,—(a), Richard the Lion Heart and the Third Crusade, (b), Simon de Montfort, (c), Roger Bacon, (d), the story of Wales and its National Heroes?

French History.

- A & B 1. Write a short account of (a), Henry IV., or, (b), Cardinal Richelieu.
or, B 1. What do you know about S. Louis?

General History.

- A 1. What do you know about (a), the Ice Ages, and, (b), the animals of those times?
2. Describe some of the tools of early man.
or, 2. Describe and explain two of the Egyptian illustrations you have put into your Century Books this term.

Citizenship.

- A 1. Write a short account of Pompey in **two** of the following connections,—(a), when he brought his army before the Castle of Petra, (b), when he fell sick at Naples and the people did sacrifice for his recovery, (c), when he "ran away, not looking back, for all he was so bold."
B 1. Tell the story of (a), Cincinnatus, or, (b), Camillus.
A & B 2. Describe (a), how a law is made, (b), *A only*, the work of County Councils.

Geography.

- A 1. Draw a map of Hampshire, putting in the boundaries, physical features and chief towns. Describe the Isle of Wight.
or, 1. Draw a map of Ireland, putting in the boundaries, mountains, rivers and six towns. Describe (a), the West Coast of Ireland, (b), two Irish industries.
2. (a), At what places could a ship coal in going from Great Britain to Hong Kong? (b), By what route would a telegram be sent between Britain and South America?
3. Describe (a), the Earl of Cumberland's voyage to the Azores, or, (b), Drake's voyage in the "Golden Hind."
B 1. Where is Japan? Describe (a), the country, (b), the Japanese and their occupations.
2. Describe the way in which a British trade ship would go from Great Britain to (a), New Zealand, (b), South America.

Natural History.

- A & B 1. What do you know about (a), a periwinkle, (b), a cockle, (c), a slug, and the way they live? Drawings.
2. What do you know about **two** of the following,—(a), the bottom of the sea, (b), a glacier, (c), a volcano? Drawings.
3. Write about (a), two constellations, or, (b), four birds you have seen this term, or, (c), your special study.

French.

- A 1. Tell in French about (a), the picture on page 52 (*French for Young Beginners*), or, (b), "Simple Simon."
2. *Quelle heure est-il?* Answer, and say what "Jean" does at six different times in the day.
- B 1. Make six sentences in French about the pictures on page 58 (*Le Français par les Images*).
2. Make sentences, using the French for three, five, nine, eleven, twenty.

Latin.

- A 1. Decline the singular of "nox clara," and the plural of "mare magnum."
2. Translate: (1) He sent a boy to warn the sailor. (2) They say that the enemy have come into the city. (3) Tell me the names of the flowers, O boy.
3. (i.) *A Latin Book for Beginners*, Part I., § 54 (b), Translate five lines, from "Olim" to "expeditum."
(ii.) Read again the Latin of (i.), then write a narration in Latin.

Arithmetic.

- A (1st term.) 1. Father can get an Easter excursion return ticket for one and a third of the single fare. If the single fare is £1:15:0, what will Father have to pay for himself and Mother?
2. If John's step is 2 ft. 1 in., how many steps does he take in walking down a path which is 50 yards long?
3. Find the value of: $52 \times (43 + 19) - 35 \times (26 - 7)$.
- B (1st term.) 1. If some sheep eat 18 rows of young cabbages, and there are four dozen cabbages in a row, how many do they eat altogether?
2. At a flag-day collection there were 12 shillings, 112 sixpences, 48 threepences, and 180 pennies. How much money was collected?
3. Write down the 16 times table, and use it in dividing each of the following numbers by 16, (a), 85. (b), 256, (c), 1535. Give the remainder in each case.

Picture Study.

- A & B Describe "The Fisherman's Hut," by Corot.

Drawing (with brush and in colour).

1. An original illustration (with a title) for (a), a scene from Kingsley's *Heroes*, or, (b), *The Heroes of Asgard*.
2. Some spring flowers, or, twigs of trees with leaf-buds.

Music Appreciation.

What music by Brahms have you heard this term? Say what you can about one of his compositions.

Recitations.*

Father to choose two passages from the Bible Lessons, a hymn, a poem, or, a scene from *Twelfth Night* or *Don Quixote*.

Reading.*

Father to choose unseen passage.

Music.*

Examine in work done and report progress.

Singing.*

Father to choose an English and a French song, and two tonic sol-fa exercises.

Drill.*

Drill, before parents.

Work.*

Outside friend to examine,. List of handicrafts completed to appear on *Parents' Report*.

N.B. 1.—Examination to begin on Thursday, March 17th, or Monday, March 28th. The examination should last a full school week. Papers to be posted on March 24th or April 2nd, *with no other enclosure*. **Parents' Reports, Form "J," loose papers, etc., sent later cannot be added.**

N.B. 2.—Subjects thus indicated (*) to be marked on the *Parents' or Teacher's Report* according to Regulations. and **marks to be added up**. For scale of values see head of Report Form.

N.B. 3.—Please note carefully (a) the amount of written work expected in Form II.B, *i.e.*, children who do not write easily must write at least *one* answer in each subject (the rest being dictated); (b) The Regulations as to the number of papers to be sent in by Schools.

N.B. 4.—MEMBERS OVERSEAS may send in examinations at the end of *any two* of the three terms in the year.

Members are asked to state on the *Parents' or Teachers' Report Form* (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.